

# Brock Science Mentorship Seminar 2



Ian Gordon, Teaching & Learning Librarian

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Brock University Library

# Brock Science Mentorship Seminar

## Agenda

- Review citation hunt homework
- Zotero / zoterobib note
- Presentation exercise
- Notes for presenters
- Where to get help
- Questions / Comments

## Science

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# Brock Science Mentorship Seminar

## Homework

- Create a Zotero online and a downloadable desktop account.
- Email [igordon@brocku.ca](mailto:igordon@brocku.ca) with “Brock Science Mentorship” in the email subject line, before October 12, 2022 copying an APA Zotero-generated bibliography of the 5 most relevant citations found to date that relate to your research question or mentor to include:
  - 1) faculty/staff citation
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Zotero: <https://www.zotero.org/>

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## Ian's Brock Science Mentorship Homework assignment



Ian Gordon

To: Ian Gordon

Mr. Gordon,

My 5 APA citations from the Mentorship library assignment using zotero.

Ian

Gordon, I. D., Cameron, B. D., Chaves, D., & Hutchinson, R. (2020). Information Seeking Behaviors, Attitudes, and Choices of Academic Mathematicians. *Science & Technology Libraries*, 39(3), 253–280.

Gordon, I. D., Chaves, D., Dearborn, D., Hendrikx, S., Hutchinson, R., Popovich, C., & White, M. (2022). Information Seeking Behaviors, Attitudes, and Choices of Academic Physicists. *Science & Technology Libraries*, 41(3), 1-31.

Gordon, I. D., Meindl, P., White, M., & Szigeti, K. (2018). Information Seeking Behaviors, Attitudes, and Choices of Academic Chemists. *Science & Technology Libraries*, 37(2), 130-151.

Shultz, G. V. & Ye Li. (2016). Student Development of Information Literacy Skills during Problem- Based Organic Chemistry Laboratory Experiments. *Journal of Chemical Education*, 93(3), 413–422.

Tella, A. (Ed.). (2016). *Information seeking behavior and challenges in digital libraries*. NY: Information Science Reference.

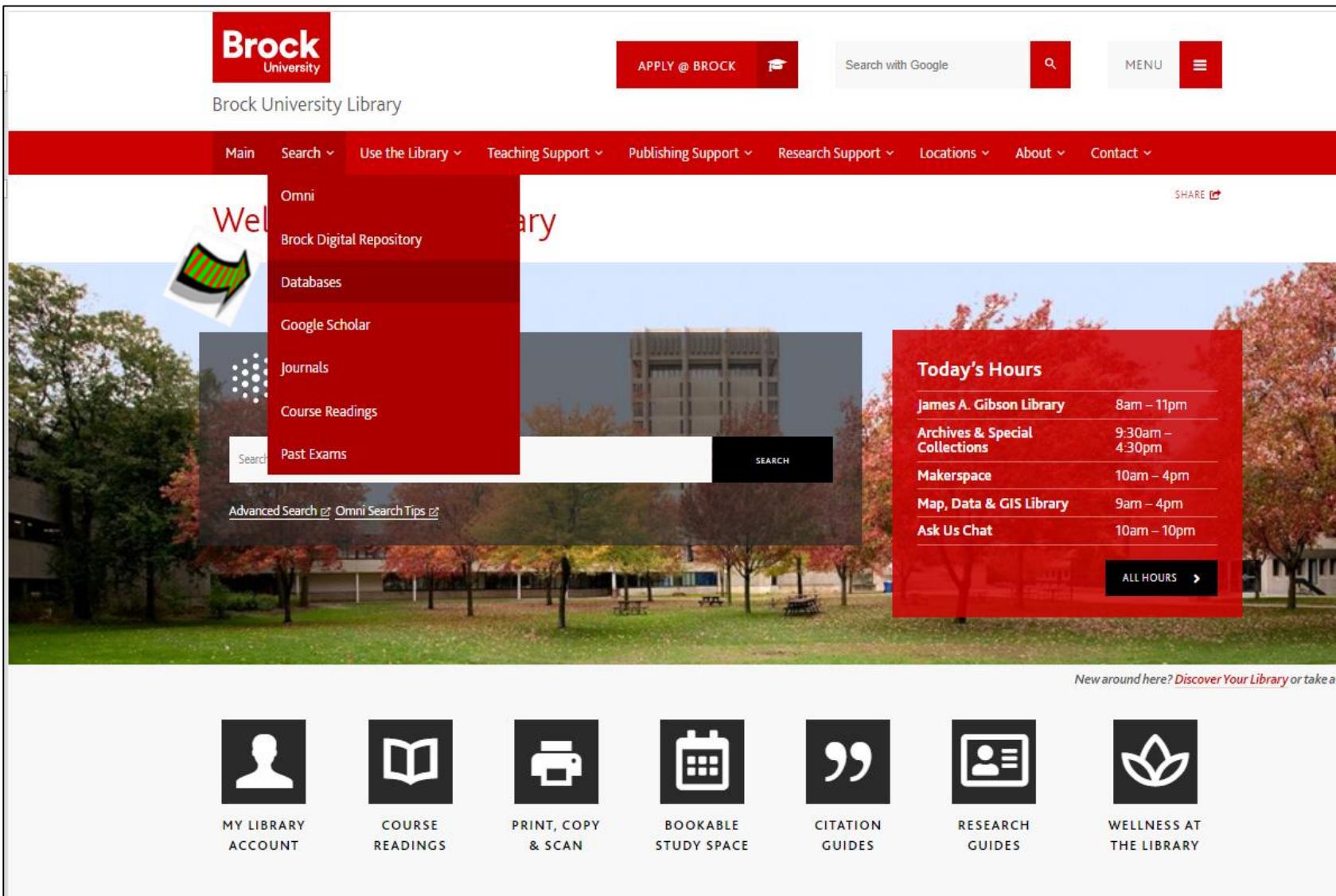
Ian Gordon, he/him

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The image shows the homepage of the Brock University Library website. The header features the Brock University logo in a red box, an 'APPLY @ BROCK' button with a graduation cap icon, a search bar with 'Search with Google' and a magnifying glass icon, and a 'MENU' button with a three-line icon. The main navigation bar includes links for Main, Search, Use the Library, Teaching Support, Publishing Support, Research Support, Locations, About, and Contact. A sidebar on the left, titled 'Omni', lists links to the Brock Digital Repository, Databases, Google Scholar, Journals, Course Readings, and Past Exams. A search bar with 'Search' and 'SEARCH' buttons is also present. The main content area features a large image of a library building with autumn foliage. To the right, a red box displays 'Today's Hours' for various locations: James A. Gibson Library (8am - 11pm), Archives & Special Collections (9:30am - 4:30pm), Makerspace (10am - 4pm), Map, Data & GIS Library (9am - 4pm), and Ask Us Chat (10am - 10pm). A 'ALL HOURS' button is at the bottom. At the bottom of the page, there are links for 'MY LIBRARY ACCOUNT', 'COURSE READINGS', 'PRINT, COPY & SCAN', 'BOOKABLE STUDY SPACE', 'CITATION GUIDES', 'RESEARCH GUIDES', and 'WELLNESS AT THE LIBRARY', each with a corresponding icon.

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# Brock Science Mentorship Seminar

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- Review citation hunt homework
- **Zotero / zoterobib note**
- Presentation exercise
- Notes for presenters
- Where to get help
- Questions / Comments

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# zoterobib

10.1108/LHT-08-2019-0164 Cite

Manual Entry

Kim, M. C., Feng, Y., & Zhu, Y. (2021). Mapping scientific profile and knowledge diffusion of *Library Hi Tech*. *Library Hi Tech*, 39(2), 549-573.  
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## Bibliography

American Psychological Association 7th edition ▼

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Title Synthesis and Characterization of a New Family of Spin Bearing TTF Ligands.

Author Chahma, M'hamed

Author XiaoShu Wang

Abstract The syntheses and characterization of two new tetraphiafulvalene (TTF) derivatives bearing pyridine-based substituents and 1,5'-dimethyl-6-oxoverdazyl radicals are described. The TiF-pyridine and bipyridine aldehydes were prepared via a palladium-catalyzed cross-coupling reaction between mono(tributylstannyl)-tetraphiafulvalene (3) and the appropriate formylpyridyl halides (4). The radical precursors, the corresponding 1,2,4,5-tetrazanes, were prepared by condensation of the bis(1-methylhydrazide) of carbonic acid with the TTF bearing pyridyl aldehyde. Oxidation of tetrazanes 8 and 9 with 1,4-benzoquinone afforded the donor radicals 1 and 2 as 1:1 complexes with hydroquinone. Both complexes are stable in the solid state and their electronic properties have been characterized by EPR, cyclic voltammetry, and UV-vis spectroscopy. The TTF core of both compounds was oxidized both chemically and electrochemically to afford the corresponding cation diradical species. The electronic properties of both donor radicals have been probed by cyclic voltammetry, UV-vis spectroscopy, and preliminary EPR measurements. [ABSTRACT FROM AUTHOR]

Publication Journal of Organic Chemistry

Volume 71

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# Brock Science Mentorship Seminar

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# Information Seeking Strategies in Academic, Scholarly, and Scientific Research Communities



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Gordon, I. D. (2022, Oct, 12). *Information seeking strategies in academic, scholarly, and scientific research communities* [PowerPoint slides and presentation]. Brock University Library, Brock University.



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# Research Questions

1 of 3 How do academics perceive their abilities to stay on top of the literature in their specific disciplines?

2 of 3 What strategies, databases, and tools do scholars use to remain up to date?

3 of 3 How do scientists feel about meeting their  
evolving information needs?

# Research Design

- 10 Ontario university librarians collectively asked 3 research questions
- 538 Ontario university faculty, staff and graduate students 2016-2021
- Two-phase, mixed-method research design involved chemists, mathematicians and physicists
- First phase involved information-seeking data collection using a Qualtrics survey of researchers
- First phase data analyzed using standard statistical quantitative methods
- Second phase interviews and focus groups of researchers interpreted first phase data
- Second phase transcripts analyzed using qualitative methods for emergent themes
- Results for each group interpreted by all co-investigators
- Manuscripts completed and submitted for peer-review publication in a scientific journal
- Data along with manuscripts archived in a registered digital repository
- Articles published in 2018 (chemists), 2020 (mathematicians), and 2022 (physicists)

## Information Seeking Behaviors, Attitudes, and Choices of Academic Chemists

Ian D. Gordon , Patricia Meindl , Michael White , and Kathy Szigeti 

\*James A. Gibson Library, Brock University, St. Catharines, Ontario, Canada; <sup>a</sup>D. Allen Chemistry Library, University of Toronto, Toronto, Ontario, Canada; <sup>b</sup>Engineering & Science Library, Queen's University, Kingston, Ontario, Canada; <sup>c</sup>Davis Centre Library, University of Waterloo, Waterloo, Ontario, Canada

### ABSTRACT

Chemists in academic institutions utilize a variety of resources and strategies to remain current and to track scholarly information, patents, and news. To explore how chemists in academic institutions remain current, librarians at four Canadian university institutions surveyed 231 and interviewed 14 chemistry faculty, staff, and graduate students on their information seeking behaviors and attitudes. According to survey results, a minority of chemists (13.9 percent) acknowledged that they were successfully keeping up to date, while 50.6 percent indicated that they were somewhat successful. However, a significant number of chemists (35.5 percent) indicated that they were unsuccessful and could do better in remaining current with information. Investigators analyzing focus group data identified three emergent themes related to remaining current: (1) there is "too much information – and not enough time." No single information seeking strategy works; (2) "patents are important – but messy." Chemists find themselves largely suspicious about the value and credibility of patents; and (3) chemists "could do better" in keeping up to date with new and emerging technologies. Chemists continue to be open to new tools and resources yet readily acknowledge that they are too often not sure which information seeking behaviors, resources, or strategies work best. This study helps to shed light on opportunities to identify and meet chemists' evolving information needs.

### Introduction

Recent advances in technology have enabled chemists to efficiently acquire and evaluate chemistry information in a timely and sustainable manner. Even so, many chemists continue to struggle to find the right balance of strategies and resources to stay on top of the literature. These concerns raise questions about chemists' information seeking behaviors, attitudes, and choices while attempting to remain current in their areas of expertise. This paper explores academic chemists' practices and feelings when seeking, evaluating, and managing

## Information Seeking Behaviors, Attitudes, and Choices of Academic Mathematicians

Ian D. Gordon , Brian D. Cameron , Debbie Chaves , and Rebecca Hutchinson 

<sup>a</sup>Liaison Services, Brock University, James A. Gibson Library, St. Catharines, Ontario, Canada; <sup>b</sup>Collection Services, Ryerson University Library, Toronto, Ontario, Canada; <sup>c</sup>User Services, Wilfrid Laurier University Library, Waterloo, Ontario, Canada; <sup>d</sup>Information Services and Resources, University of Waterloo, Davis Centre Library, Waterloo, Ontario, Canada

### ABSTRACT

Mathematicians in academic institutions utilize a variety of resources and strategies to seek, find, and use scholarly information and news. Using a sample of mathematicians, researchers surveyed 112 students and faculty at four Canadian university institutions to explore self-perceived success rates, resources consulted, databases used, use of social media, and citation management systems. Further, 12 follow-up interviews were completed with mathematicians to better interpret survey results, resulting in information-seeking behaviors, choices, strategies, and feelings on keeping up to date with information needs. According to survey results, a minority of mathematicians (12.5 percent) acknowledged that they were successfully keeping up to date. However, a significant number of mathematicians (28.6 percent) indicated that they were unsuccessful and could do better in remaining current with information needs. Co-investigators, using qualitative analyses, identified four emergent themes related to remaining current: (1) The "slower pace of math" pervades all aspects of this discipline"; (2) There are "too many papers – and not enough time" to effectively search, evaluate, and read scholarly papers of interest; (3) Mathematicians collectively acknowledge that they are open to strategies and technologies where they "could do better" keeping up to date; and (4) Mathematicians have divided loyalties using databases when searching for information by means of 'MathSciNet in a Google world.' Additional insights document how mathematicians are guided by mathematical peculiarities and discipline-specific practices. This study helps to shed light on opportunities for academic librarians to identify and meet mathematicians' evolving information needs.

### KEYWORDS

Mathematicians, information-seeking behaviors, information needs, information sources, graduate students, faculty, academic (university) libraries, knowledge management

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### Introduction

How do mathematicians seek information, what resources do they consult, how successful are they, what behaviors do they exhibit, and how do they feel about these choices? These questions form the basis of this study as the second of a three-part research project investigating academic chemists (Gordon et al. 2018) and a forthcoming study that will investigate academic physicists. Researchers as academic librarians were also interested to observe idiosyncrasies specific to mathematicians' information seeking while commenting on similarities and differences observed within these scholarly

## Information Seeking Behaviors, Attitudes, and Choices of Academic Physicists

Ian D. Gordon , Debbie Chaves , Dylanne Dearborn , Shawn Hendrikx , Rebecca Hutchinson , Christopher Popovich , and Michael White 

<sup>a</sup>Liaison Services, Brock University, James A. Gibson Library, St. Catharines, Ontario, Canada; <sup>b</sup>User Services, Wilfrid Laurier University Library, Waterloo, Ontario, Canada; <sup>c</sup>Physics Library, University of Toronto, Toronto, Ontario, Canada; <sup>d</sup>The D.B. Weldon Library, Western University, London, Ontario, Canada; <sup>e</sup>Davis Centre Library, University of Waterloo, Waterloo, Ontario, Canada; <sup>f</sup>McLaughlin Library, University of Guelph, Guelph, Ontario, Canada; <sup>g</sup>Engineering & Science Library, Queen's University, Kingston, Ontario, Canada

### ABSTRACT

Physicists in academic institutions utilize a variety of resources and strategies to seek, find, and use scholarly information and news. Using a sample of physicists, researchers surveyed 182 students and faculty at seven Canadian university institutions to explore self-perceived success rates, resources consulted, databases used, and use of social media and citation management systems. To complement the survey, 11 follow up interviews/focus groups were completed with participants to further uncover information-seeking behaviors, choices, strategies, and feelings around keeping up to date with information needs. According to survey results, a minority of physicists (15.4%) acknowledged that they were successfully keeping up to date. However, a significant number of physicists (28.6%) indicated that they were unsuccessful and could do better in remaining current with information needs. Co-investigators, using qualitative analyses, identified four emergent themes: (1) There are "too many papers – and not enough time" to effectively search, evaluate and read scholarly papers of interest; (2) Staying up to date is important especially in competitive research areas; (3) Graduate students seek information differently than faculty and experienced researchers; and (4) The arXiv database is important to many physicists. Additional minor themes included physics-related publishing is constantly evolving; physicists use a variety of information-seeking behaviors; and, information-seeking methods can differ between physics subdisciplines. This study aims to shed light on opportunities for academic librarians to identify and meet physicists' evolving information behaviors, attitudes, choices, and needs.

**KEYWORDS**  
Physicists; information-seeking behaviors; information needs; information sources; graduate students; faculty; academic (university) libraries; knowledge management; information literacy

### Introduction

How do physicists seek information? What resources do they consult? How successful are they? What information-seeking behaviors do they exhibit? How do they feel about these choices? These questions form the basis of this study as

# Findings

How successful are you in keeping up to date  
with news and scholarly information in your field ?



## How successful are you in keeping up to date with news and scholarly information in your field ?

n=811

Databases Consulted when Keeping up to date with Scholarly Information	
Database	Ranking
Google Scholar	1
arXiv	1
Web of Science	2
Scopus	2
MathSciNet	3
SciFinder-n	3
Inspec	3
Other disciplinary databases	4

How successful are you in keeping up to date  
with news and scholarly information in your field ?

Emergent theme 1 of 3

Too much information and not enough time to keep up to date.

How successful are you in keeping up to date  
with news and scholarly information in your field ?

Emergent theme 1 of 3

Too much information and not enough time to keep up to date.

“ . . . one problem is just the overall explosion  
of material and the reduction of my time . . . .  
I think all of us never seem to have enough  
time, and that’s probably a universal.”

How successful are you in keeping up to date  
with news and scholarly information in your field ?

Emergent theme 2 of 3

Staying up to date is important especially in competitive  
research areas.

How successful are you in keeping up to date  
with news and scholarly information in your field ?

Emergent theme 2 of 3

Staying up to date is important especially in competitive  
research areas.

“ . . . we’re all doing sort of cutting-edge things and we  
need to know where we stand compared  
to others. If something has been done, we should know  
about it and not do the same thing.”

How successful are you in keeping up to date  
with news and scholarly information in your field ?

Emergent theme 3 of 3

We can do better!

How successful are you in keeping up to date  
with news and scholarly information in your field ?

Emergent theme 3 of 3

We can do better!

“There’s a tendency to just try to throw something into Google Scholar ... some sort of training for [faculty, staff and students] at all levels as to how to make best use of the ever increasing amounts of information that are available would really be valuable.”



Photo by [Tim Gouw](#) on [Unsplash](#)

# Summary

Academic researchers are overwhelmed by the volume and nature of new information.

Researchers use common, but depend upon disciplinary databases to remain current.

Librarians are well placed to provide timely assistance.

# Acknowledgements



Brock University Library



Mark Robertson, University Librarian

Brock University Office of Research Ethics



Co-investigators: Ian D. Gordon, Debbie Chaves, Dylan Dearborn, Shawn Hendrikx, Rebecca Hutchinson, Christopher Popovich, Michael White, Patricia Meindl, Kathy Szigeti, and Brian Cameron

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Gordon, I. D., Chaves, D., Dearborn, D., Hendrikx, S., Hutchinson, R., Popovich, C. & White, M. (2022). Information seeking behaviors, attitudes, and choices of academic physicists. *Science & Technology Libraries*, 41(3), 288-318. <https://doi.org/10.1080/0194262X.2021.1991546>

Gordon, I. D., Cameron, B. D., Chaves, D., & Hutchinson, R. (2020). Information seeking behaviors, attitudes, and choices of academic mathematicians. *Science & Technology Libraries*, 39(3), 253-280. <https://doi.org/10.1080/0194262X.2020.1758284>

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Kim, M. C., Feng, Y., & Zhu, Y. (2021). Mapping scientific profile and knowledge diffusion of Library Hi Tech. *Library Hi Tech*, 39(2), 549–573. <https://doi.org/10.1108/LHT-08-2019-0164>

# Questions or comments

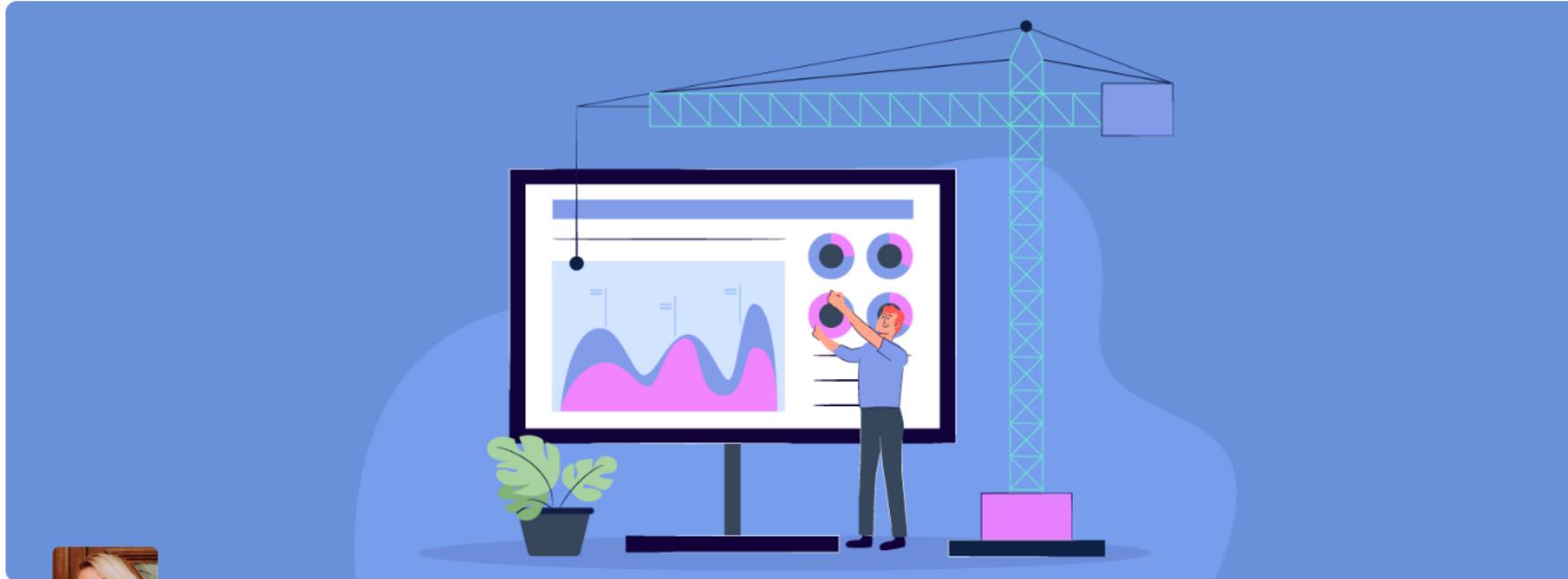
# Brock Science Mentorship Seminar

## Agenda

- Review citation hunt homework
- Zotero / zoterobib note
- Presentation exercise
- **Notes for presenters**
- Where to get help
- Questions / Comments



# How to Make an Effective Presentation (Guide, Tips & Examples)



Written by:  
Heleana Tiburca

**How to Make an Effective Presentation (Heleana Tiburca, 2022, visme)**  
<https://visme.co/blog/how-to-make-a-presentation/#planning-your-presentation>

- add the Brock logo on your ppt slides, it is an FMS sponsored presentation
- take pictures of your team, experimentation, mentor, now, include them with permission in the acknowledgements section
- only use a few pictures in your presentation, make sure that you have permission and can use them for this purpose, it is your copyright!
- making presentations and video accessible for potential viewers with learning disabilities
- register for and add a person ORCID ID and link to your presentation

- craft a short and complete abstract for the symposium program  
<https://dr.library.brocku.ca/handle/10464/14793>
- stay on time, 30 minutes presentations should have 15 or fewer ppt slides and 10 minutes at the end for questions and comments
- acknowledgements, a must, include school name, board, family members, Brock University, your mentor, lab, teacher advisor, support staff, graphics if possible in the presentation, group pictures work well
- end your presentation with the “Questions or Comments” page, should be your last slide
- references for key papers by your faculty advisor and research team, select ones you cite, images you use, no more than 8-10...used in your presentation

- make slides accessible, no black backgrounds, small text, use text boxes, limit the number of images, graphs, text, animations and use of colors...
- Don't put too much information on any one slide, think to use an agenda
- Use pictures whenever possible
- We don't need to know everything you did and found out, pick out the important points remembering your audience is family members and colleagues
- archiving slides in a digital repository so that someone can find it, use it, and/or follow along during the presentation to note that it is discoverable by bots and search engines, put it in your ORCID profile, save in a reputable repository e.g. Internet Archive <https://archive.org/>

- Include a copyright disclaimer, license language, citation and symbols
- practice, practice, practice so that your presentation is clear, concise, complete and everyone can hear you from the back of the room!!!
- pace yourself, the number of slides, your choice of words, to make an effective presentation

How to Make an Effective Presentation (Heleana Tiburca, 2022, visme)

<https://visme.co/blog/how-to-make-a-presentation/#planning-your-presentation>

- taping and archiving your presentation just in case, and if you can't make the February symposium presentation, you should hand in and archive e.g. YouTube, a digital video as a replacement - do it anyways

- if you create a digital copy of your slides, post and use a PDF copy unless you have moving parts and animation, don't leave anything to chance
- plant the first question in the audience if only to prime the pump for others
- address and present on slides colleagues proper names and prefixes e.g. Prof. / Dr., graduate student (MSc, PhD.)... ask if you don't know
- use appropriate personal pronouns? she/her, he/him
- smile, thank everyone at the end

Brock Science Mentorship Program 2020 Symposium  
<https://dr.library.brocku.ca/handle/10464/14793>

Engineering an Optogenetic Variant of Gal-4

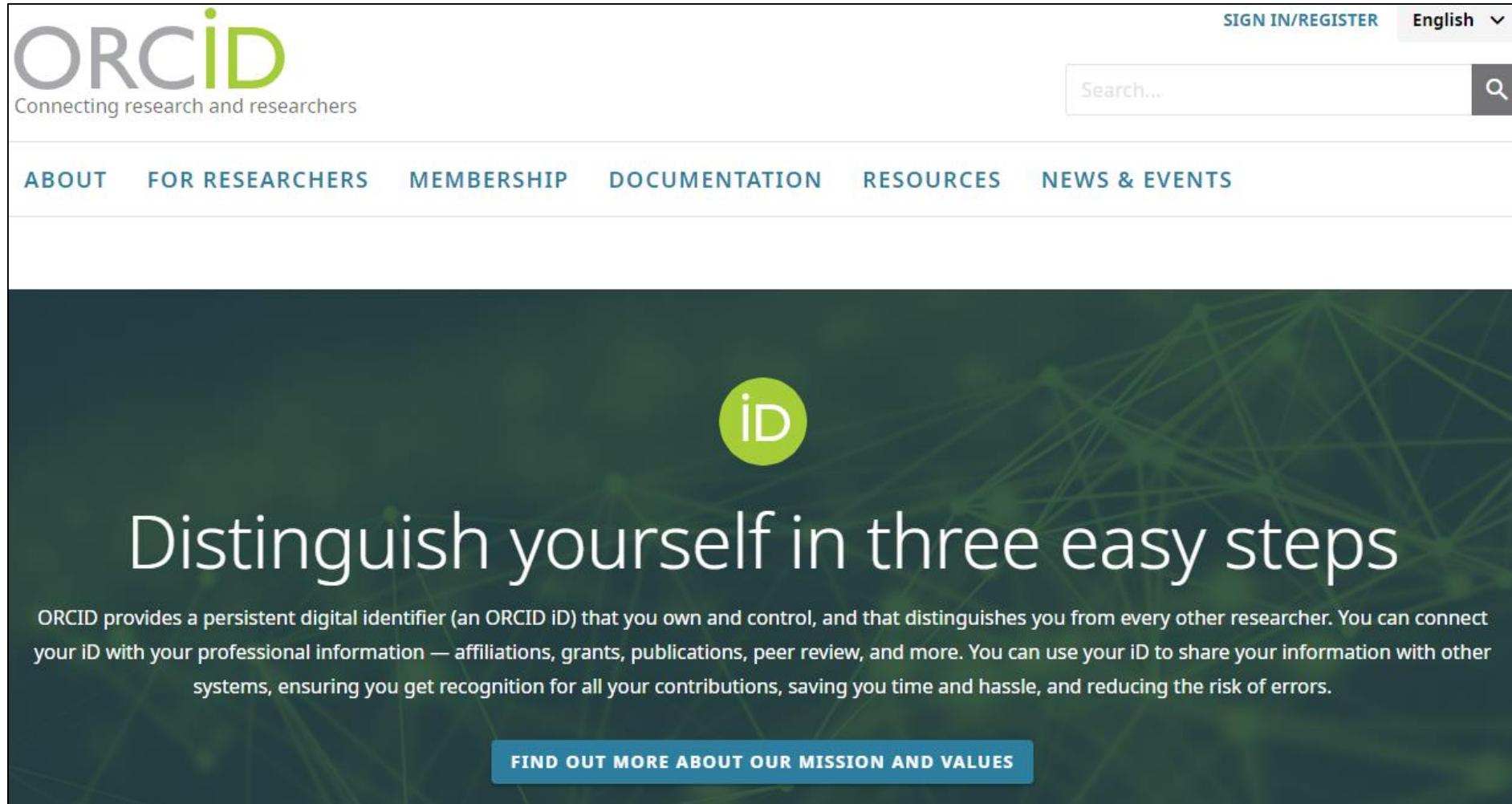
*Ayyah Elayan - A.N. Myer Secondary School*

Research conducted under the supervision of Dr. Aleksander Necakov, Department of Biological Sciences.

Embryogenesis is a crucial process in any organism's life. It is driven by different patterns of gene expression. There are many signalling pathways involved in this process. It is important to understand the underlying mechanisms of this process and the contribution of different signalling pathways to this process. *Drosophila melanogaster* is a commonly used model organism in genetic studies. The aim of this study is to develop a tool that allows researchers to manipulate gene expression in *Drosophila melanogaster*. The Gal4/UAS system is a common tool that is used by fly geneticists to manipulate gene expression. This study aims to develop an optogenetic variant of GAL4 to provide spatiotemporal control of the system. The GAL4 protein will be tagged with optogenetic tags, that allow its cleavage and transportation to the nucleus, where it can facilitate UAS gene expression in the light. In the dark, GAL4 will be tethered to the membrane, where it will not be able to affect gene expression. This system has successfully been used to control other transcription, such as Notch. It is anticipated that this tool will be a valuable tool to fly geneticists as it is a widely used system and the spatiotemporal control will allow researchers to have more control over the timing and spatial expression of the genes of interest.

<https://orcid.org/>

Ian D. Gordon <https://orcid.org/0000-0003-1128-3301>



The screenshot shows the ORCID homepage. At the top left is the ORCID logo with the tagline "Connecting research and researchers". At the top right are "SIGN IN/REGISTER" and "English" with a dropdown arrow. Below the header is a search bar with a magnifying glass icon. The main navigation menu includes "ABOUT", "FOR RESEARCHERS", "MEMBERSHIP", "DOCUMENTATION", "RESOURCES", and "NEWS & EVENTS". The background features a dark green gradient with a faint network of lines and a large green circular "ID" logo. The main headline reads "Distinguish yourself in three easy steps". Below the headline is a paragraph explaining the purpose of an ORCID iD. At the bottom is a blue button with the text "FIND OUT MORE ABOUT OUR MISSION AND VALUES".

**ORCID**  
Connecting research and researchers

SIGN IN/REGISTER English ▾

Search...

ABOUT FOR RESEARCHERS MEMBERSHIP DOCUMENTATION RESOURCES NEWS & EVENTS

**ID**

# Distinguish yourself in three easy steps

ORCID provides a persistent digital identifier (an ORCID iD) that you own and control, and that distinguishes you from every other researcher. You can connect your iD with your professional information — affiliations, grants, publications, peer review, and more. You can use your iD to share your information with other systems, ensuring you get recognition for all your contributions, saving you time and hassle, and reducing the risk of errors.

FIND OUT MORE ABOUT OUR MISSION AND VALUES

Studio

Search across your channel

CREATE

?

I

## Channel dashboard

Your channel

Ian Gordon

Dashboard

Content

Playlists

Analytics

Comments

Subtitles

Copyright

Monetization

Customization

Audio library

Settings

### Latest video performance

What is the impact of community-based exercise programs on the cardiovascular health of seniors?

HLSC 3P80 Library Conversation

First 5 days 20 hours compared to your typical performance:

Ranking by views 4 of 10 >

Views	8	✓
Impressions click-through rate	0%	✓
Average view duration	7:12	1

[GO TO VIDEO ANALYTICS](#)

[SEE COMMENTS \(0\)](#)

### Channel analytics

Current subscribers

3

Summary

Last 28 days

Views	46	✓
Watch time (hours)	3.6	—

Top videos

Last 48 hours - Views

Brock Library BIOL 1P91 Library Quiz Pr...	7
Brock University Bill Ralph's Last Lectur...	1
HLSC 3P80 Library Conversation	1

[GO TO CHANNEL ANALYTICS](#)

### News

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Creator Economy: AMA series #3 Learning

Robert Kyncl on YouTube Learning

In the next installment of Robert Kyncl's AMA video blog series, he and creator Dan Shiffman of "The Coding Train" answer your questions on YouTube Learning

[LEARN MORE](#)

### Creator Insider

THIS WEEK AT YOUTUBE

This Week at YouTube

This week we're talking about a new

INTERNET ARCHIVE

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FACULTY R... UPLOAD

ABOUT BLOG PROJECTS HELP DONATE CONTACT JOBS VOLUNTEER PEOPLE

# Faculty Research Council

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AHSC 5M01 / TR05 Library Seminar

OEVI 4 P 20 Fall 2022 5

GERO 5 P 89 Fall 2022 Presentation 4

GERO 5 P 89 Fall 2022 Presentation 2

Matter of Applied Gerontology Library Seminar

KHSL 5W00 Library Seminar

KINE 5 N 98 Fall 2022 Presentation 2

HLSC 2 P 00 Fall 2022 2

RECL 4F07 Library Seminar Fall 2022

Brock Science Mentorship Seminar

Chemistry First Year Students Library

Defining "Good Climate" Research: A Bibliographic Analysis

Recognizing Faculty Growth: Applications at Brock University

Recognizing Faculty Growth: Applications at Brock University

# Brock Science Mentorship Seminar

## Agenda

- Review citation hunt homework
- Zotero / zoterobib note
- Presentation exercise
- Notes for presenters
- **Where to get help**
- Questions / Comments



# Where to get help?

- Ask colleagues, teacher, mentor, graduate students and research team members for their help
- Contact Brock Library for help, book an appointment... <https://brocku.ca/library/contact/>
- Check out “how to” videos on YouTube
- Email Ian Gordon, Teaching & Learning Librarian

• **Homework!**

# Brock Science Mentorship Seminar 2



Ian Gordon, Teaching & Learning Librarian